



KENTUCKY DEPARTMENT OF EDUCATION

Continuous Improvement Planning Facilitator's Guide

Objectives	Estimated Time
Welcome and Introductions	20 minutes
The WHY, The WHAT, and The HOW	10 minutes
ASSIST Basics	10 minutes
What makes a good plan?	20 minutes
Break	15 minutes
The School Report Card	45 minutes
From Data to Improvement Planning	45 minutes
Closing, Reflection and Evaluations	15 minutes

Materials Needed

- Participant's Booklet
- Resource Booklet
- Internet connectivity (will need supplemental booklet with School Report Card sample if no internet is available for participants)
- BYOD Technology (iPad or Laptop)
- Highlighters
- Chart paper
- Projector
- PowerPoint presentation
- Post-it Notes (optional)

Welcome and Introductions

Welcome each participant. If working with school council members from multiple school councils, ensure that schools are sitting together. Review the materials that are provided as well as highlighters and Post-It notes. Have each participant introduce themselves and the role that they have on the school council (i.e., administrator, teacher or parent). Thank each participant for their service, especially parents. Encourage each to participate fully and to ask questions. Create a “parking lot” for questions. Review the booklets provided to each participant.

Session Overview

Read the session overview. Rephrase to provide additional guidance.

Student Achievement

Read the student achievement paragraphs. Rephrase to provide additional guidance. Remind school council members that their main charge is to improve student achievement.

Objectives

Review the objectives for the session. Elaborate as needed.

What do you already know about planning?

What do you already know about planning? Have the participants take the 5-question pre-test. This can be done as a large group or at tables where the participants can find the answers in their Resource booklet. As a follow-up have the participants highlight the answers in their Resource Booklet.

After all is finished, note that all of the answers are “yes.” However, review each question having participants make notes within their Resource booklet. Elaborate on answers as needed.

1. Is the school responsible for developing a school improvement plan annually?
(1) Each school or district shall annually develop, review, and revise a comprehensive school or district improvement plan.
2. Does the school need to include survey data as part of a needs assessment?
(2)(b)(3) Perception data gathered from the administration of a valid and reliable measure of teaching and learning condition; [ensure that participants understand that surveys are perception data.]
3. Does the school improvement plan necessarily need to be done electronically?
(4)(e) Electronic submission of all elements of the plan
4. Must the school look at achievement gap data?

(5) A CSIP shall also include the elements required of schools by KRS 158.649(5).

5. Is the school required to post their improvement plan on their school's website?

(11) The CDIP for each district shall be posted to the district's Web site. The CSIP for each school shall be posted to the school's Web site.

The Why, The WHAT, and The How

As an introduction to this section, explain to participants that this portion of the training will look at why a school should look at a continuous improvement planning cycle, what a continuous improvement planning cycle looks like and how continuous improvement planning occurs in schools.

Explain that as we look at the why, what and how, we will be looking more closely at the components from Senate Bill 1 in 2009. Read the statute that details the improvement plan. KRS 158.649(5): By April 1, 003, and each April 1 in odd-numbered years thereafter, the school council, or the principal if a school council does not exist, with the involvement of parents, faculty, and staff, shall review the data and revise the consolidated plan to include the biennial targets, strategies, activities, and a time schedule calculated to eliminate the achievement gap among various groups of students to the extent it may exist. The plan shall include but not be limited to activities designed to address the following areas:

1. Curriculum alignment within the school and with schools that send or receive the school's students;
2. Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;
3. Professional development to address goals of the plan;
4. Parental communication and involvement;
5. Attendance improvement and dropout prevention; and
6. Technical assistance that will be accessed. Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be October 1 of each year.

Explain what Unbridled Learning is.

The Why: Out of SB1 (2009) came the KDE mission: Every child proficient and prepared (College/Career Ready). This is **why** educators do what they do.

The What: To ensure that all are college and career ready, KDE developed 4 strategic points. This is **what** educators do. Read and elaborate each.

The How: The **how** is the strategic plan. Read each point elaborating as needed. Progress on to next slide. To further illustrate how each is dependent on the other, this

diagram shows the base as the delivery target at the state level building up to the individual student.

Have participants look at the Unbridled Learning: College and/or Career-Ready for all chart. Participants will read the indicators that are below and decide which area they go in. Have them write them in the boxes.

What is ASSIST?

To help with the strategic plan is the online system known as ASSIST. Read about what ASSIST is. Have participants highlight as needed. Explain that ASSIST is an acronym. Note that access to the system is restricted; however, that does not eliminate the need for stakeholder input.

Explain that the system has several tabs. When complete, these tabs consolidate into one report that is to be uploaded on the school website. Refer back to question 5 of the pretest.

Participants will answer the reflection question.

What Makes A Good Plan?

So what makes a good comprehensive improvement plan? Brainstorm ideas from participants before proceeding. Chart out and add as session evolves.

Read and elaborate each key point. In order to have an effective plan, each of these key points must be present and implemented.

The Right Data

So what is the right data? Have participants brainstorm at tables. Have each table report out two sources listing on chart paper (can be added to other chart if desired). Ask participants where they would go to find this information. Note to participants that we will be looking at some of the data sources later in the session; however, these are not the only sources.

The Right People

Who is involved in your planning process? Add these to the charts.

The Right Goals, Objectives, Strategies, and Activities in ASSIST

Note to participants that this graphic is in their resource booklet. Show participants that each goal in ASSIST must have at least one objective. Each objective must have at least one strategy and each strategy must have at least one activity. However, the distribution of each of these does not have to be equitable. Show the variations of this in the chart.

Goals

Read through and elaborate the two types of goals.

Objectives

Read through the definition of an objective. Note to participants that objectives are measurable.

Structure for objectives will vary based on the type of goal (i.e. organizational or academic). The objectives are constructed based on prompts.

Strategies and Activities

Review this section of the chart. Read/rephrase the definition of a strategy.
Read/rephrase the definition of an activity.

Have the participants look at the table in their booklet. Read the statement, “A student needs to improve in math.” Participants will write a goal, objective, strategy, and activity for that statement into the table.

The Right Format and Construction

Now that we know the part (or components) of developing a plan in ASSIST, it's important to ensure that we meet the 4 C's. Read through each and elaborate as needed.

The Right Monitoring

Note to participants that without monitoring, a plan is nothing more than words on a piece of paper. This monitoring needs to occur more than once annually. Have participants think to themselves how often in the past year they reviewed their own school improvement plan. Have participants make notes to themselves to carry back to their school council.

This would be a good time for a 15 minute break.

The School Report Card

Welcome participants back. Have each participant connect to the KDE homepage. Show participants where to access school and district report cards. Have them find their school report card.

Explain what the School Report card is and what information can be found on it. Participants will use their school report card to answer the seven questions. They can work with their table.

From Data To Improvement Planning

We have seen how we access statewide data, let's translate data into improvement planning.

Data Points:

Have participants think back to the discussion about the “RIGHT data.” Add any additional sources that the participants have noted since that portion of the session.

Achievement Data:

For this next activity, we are going to look at a comparison of student data. On the School Report Card, click on Accountability, Learners and then Achievement. Have participants answer the two questions.

Data Questions:

Now that you have this data, look at these questions. Read and elaborate as needed.

Determining Priority Need:

Explain the fishbone activity. Have them take one of their gap areas and complete a fishbone. This can be done as a table. Share out ideas.

Closing:

Thank participants. Have them complete a reflection while you hand out EILA certificates.